

**2018 NYSEC Conference
ELA: English Language Artists
October 17-19, 2018**

Wednesday Evening

NYSEC NETWORKING SESSION: Inquiry and Research

A conversation among Team Leaders, Teacher Coaches, Lead Teachers, Department Chairs, Curriculum Coordinators, School Administrators, Teachers, and all others concerned with issues in the ELA classroom

4:45 p.m. – 6:15 p.m.

Victor Jaccarino, Facilitator

Empire Room

All conference attendees are invited to join colleagues from all parts of the state to discuss, present questions, and share concerns and interests regarding ELA issues in New York State. This year's session will have an emphasis on **inquiry and research**. Come with your questions, ideas, and experiences. This is your opportunity to get to know other ELA leaders from around the state and to hear their experiences on issues that concern all of us.

Through the generosity of Pearson, refreshments will be served.

**Thursday
Opening Session**

8:30 a.m. – 9:00 a.m.

Welcome and Opening Remarks
Sally Ventura, NYSEC president

Salons D/E

9:00 -10:00 am

Keynote Speaker
Jill Bialosky

Salons D/E

10:00 am – 10:15 am

Book Signing
Jill Bialosky

Grand Hall

7:30 am – 4:00 pm

Exhibitors will be in the Grand Hall and looking forward to visiting with you.

**Session A
10:15 am - 11:15 am**

Featured Workshop Session
by Keynote Speaker Laura Robb

The Power of Teaching with an Anchor Text

The anchor text is a common teaching text the teacher uses to model how he or she experiences emotional reactions to text and how to apply key strategies such as inferring, determining importance, context clues, etc. Robb will use a short fictional and informational text to show how and why the process is interactive. These lessons take 10 to 12 minutes and provide mental models for students enabling them to practice with instructional and independent reading. In addition, Robb will show how to use students' responses to teach journaling and the benefits of a teacher's notebook. Robb will also show the statistics correlating independent reading and achievement as well as how to encourage volume in reading.

9-12 *Black Boys, Black Panther, and the Black Imagination: Pursuing Black Literary Excellence with African-American Adolescent Males in the ELA Classroom*

Jevon Hunter
The State University of New York, Buffalo State

Unprecedentedly, *Black Panther* has captured the imagination of African-American adolescent males and serves as a framework for engaging in critical re/examinations of self, community, civic responsibility, and ethical/moral obligations. In this workshop, attendees will participate in ELA activities that draw from *Black Panther* to ignite/fuel the literary imagination of Black adolescent males. Using Black Excellence as a conceptual lens, attendees will learn to use selected literary texts with Black males to leverage their Community Cultural Wealth. Attendees will receive materials and resources.

6-12 *Human Rights Curriculum in the Secondary English Classroom*

Kate Hardy
Skaneateles Central Schools

Learn about two units of study implemented in a HS English class regarding Human Rights education. Unit One: Echoes & Reflections empowers educators with dynamic materials and professional development to feel confident to teach about the Holocaust. The presenter will be sharing her experience on a week long Journey Through Poland with Yad Vashem, The World Holocaust Remembrance Center. Unit Two: Speak Truth to Power, a film-making competition put on by AFT and Tribeca, encourages students to become engaged in human rights through video production. The presenter will share her materials and winning films.

9-12 *Tomorrow and Tomorrow: Assessing Students' Multimodal Compositions*

David Bruce and Sunshine Sullivan
University at Buffalo, Houghton College

Increasingly, teachers are offering more modalities (in addition to writing) for assignments. For all of the experience ELA teachers have in providing meaningful feedback to students regarding their written work, we tend to have less experience in assessing multimodal projects. This session will present a video example of student work and then will discuss criteria (including literary and technical considerations) around analysis, feedback, and assessment. We will provide an interactive overview of "how to" read and respond to a multimodal text.

9-12 *Using Visual Arts to Deepen Student Reading and Cultivate Empathy*

Adam Kinory
The School of the Future

Come and join us in the co-construction of a curriculum that deepens our students' reading and helps enhance a sense of social justice. Together we will pair visual texts with short and full form fiction. We will examine ways of teaching close looking at art and engage students in discussions of how the visual art and print texts are part of similar traditions. Ultimately, we will leave with a plan for ensuring our students leave with an ability to (re)consider their own feelings, how they stand with or apart from particular artists and writers, and what practical issues this raises for them.

General *Writing, Revised: Writing Love, Hope, and Resilience*

Christine Dawson, Nicole Sieben and Bronwyn LaMay
Siena College

This interactive session positions writing instruction, and especially revision processes, as central to the emotional and intellectual work in schools. This presentation situates revision as ongoing acts of invention and intervention, through which students and teachers might embrace uncertainty and explore their stories, prior experiences, intentions, and opportunities for enacting change. As students and teachers revise their written texts, they also are able to claim agency and revise their relationships with school and with writing itself.

9-12 *Exploring Hip-Hop as a Literary Medium*

Mary Sawyer, Eddie Faro and Joseph Bocchichio
SUNY New Paltz

Kendrick Lamar's Pulitzer Prize in music has brought hip-hop music newfound respect. But studying hip-hop in the English classroom brings challenges for the typical English teacher, beginning with a lack of expertise as well as concerns about such issues as its profanity. In this session, we will explore selections from male and female hip-hop artists and consider why and how we might integrate these works into our literature curriculum. While hip-hop is worthy to study in its own right, we will also discuss ways to integrate it into the study of canonic texts and thematic units.

9-12 *Using History to Teach English*

Audra Rys and Beth Davis
Berne-Knox-Westerlo Central School District

Using primary source documents has always been very important in teaching history. However, the focus of many of the skills in the NYS Next Generation Standards for English are achievable through use of primary source documents. Using what has traditionally been the domain of history (primary source documents) to teach English not only allows for better understanding of historical documents, but also allows students to delve more deeply into language and writing, and to learn how to navigate difficult text.

6-12 *The Gratitude Project: Transforming Student Voice*

Hannah Weeden
Maple Avenue Middle School

Student letters restore hope to a profession that has become a political football. Deeper connections among people of all ages are achieved. The atmosphere within our homes and our schools significantly improves. How is this possible? Students use their voices to restore faith in the gift of American education and foster grateful hearts in themselves and others; they do this through rich, meaningful letters that make a profound impact. Create meaningful change in your students, the culture in your school, and the community at large - it is possible!

9-12 *(re)Place Writing: Reproducing, Remixing & Rewriting Place Writing*

Thor Gibbins and Katherine Flynn
SUNY Oneonta/Leatherstocking Writing Project

New literacies have realigned the landscape on what composing means with new media. The affordances of new media offer a means for young people to reconnect to their communities so they may self-actualize their own agency, citizenship, and connection to their home towns. This workshop will highlight important elements of place-based writing as means to compose and critically evaluate students' lived places as a means of transformation rather than romanticizing place. This workshop will demonstrate possible ways to reconstruct and remix mentor texts as means to support students' research.

6-12 *Seeded Text as a Differentiated Approach for Vocabulary and Comprehension*

Hannah Dostal and Mark Schmidek
University of Connecticut

Given the diversity of learners in middle, high school and college classrooms, differentiated texts can be integrated to support comprehension and interpretation of classic and modern literature as well as non-fiction texts. Participants will be offered strategies to differentiate content through the use of seeding, a scaffolding strategy that embeds 1) context-based explanations of vocabulary words, 2) facts and historical information and 3) context-based explanations of expressions, phrases and multiple-meaning words in the text of novels, plays, short stories, historical documents, and speeches.

General *The Next Generation English Language Arts Learning Standards: ELA Roadmap and New Resources for Implementation*

Erik Sweet, Melissa Montague and David Coffey
 NYSED Office of Curriculum and Instruction

The Next Generation English Language Arts Learning Standards, approved in September 2017, will be implemented in New York schools in 2020-2021. During this session, the Office of Curriculum & Instruction will provide an overview of the Next Generation ELA Learning Standards Roadmap for implementation. We will share new resources for standards, including a guide to aligning the EngageNY modules and local curricula to the Next Generation Learning Standards as well as parent resources.

NYSED Next Generation Learning Standards website: <http://www.nysed.gov/next-generation-learning-standards>

3-8, Administrators *All the World's a Stage: Even in Elementary School*

Rebecca Quakenbush and Pamela Cinque
 Chester Elementary School/Hudson Valley Writing Project

Shakespeare's themes are universal and relevant today. Why then, do we wait until high school to begin the conversation? When students are exposed and invited to play with the language and themes of Shakespeare early on, they acquire skills that extend far beyond the classroom. A yearlong study, students were immersed in the artistry of Shakespeare's language, closely reading themes, and reimagining his stories today. A Shakespearean based production from start to finish was the culminating project. An overview of this process, along with supporting materials will be provided.

Session B

11:30 am - 12:30 pm

Book Signing - Laura Robb	Grand Hall
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9-12 *Scaffolding Critical Conversations: Students and Teachers on the Art of Discussing Social Issues*

Christopher Mazura and Jamie DiStefano
 Guilderland High School

“In the art of conversation we cultivate a sense of goodness, not only in ourselves, but in others as well.”
 - Sakyong Mipham Rinpoche

Classroom conversations about social issues can be challenging. In this session, students and teachers from a co-taught 10th grade class will share their experiences of studying the book *All American Boys* and ensuing challenging conversations about racial profiling, implicit bias, violence, privilege, and cultural change. Participants will learn strategies for scaffolding critical conversations and hear from students about how these strategies worked for them.

9-12 *Ethical Issues in Science (Bioethics)*

Christa Calkins Shepard, Ann-Marie Freeland and Julie McLaughlin
 Campbell-Savona Jr/Sr High School

Are you looking for resources to increase your students' critical thinking, communication, collaboration, and creativity? Are you looking for a way to increase students' independence and purposeful technology use? Through a well-scaffolded research process, students deepen their knowledge and understanding of a bioethical issue and craft an argument addressing a specific problem-based question about their issue. Students also present their findings through a webpage, infographic, or podcast. This unit can be co-taught with science, be adapted to fit grades 9-12, and is easily differentiated.

9-12 *Classroom Video to Big Screen: Showcasing Student Video Compositions*

Stephen Sorensen and Brendan Heaney
Olean City School District, Fillmore Central School District

Three years ago, a group of teachers formed a network stemming out of a digital literacy workshop and have continued to collaborate and grow in a mission to utilize video in the classroom. The group has established an annual film festival dedicated to showcasing student work from all across the area. This session will feature two of those teachers who will share examples of the different projects they undertook to incorporate video composition skills into writing instruction and discuss the process of organizing a local film festival.

3-12 *Choice Matters*

Michelle Peterson-Davis, Michelle Bulla and Christine Zandstra
South Huntington School District, Monroe-Woodbury Central School District, Wappingers Central School District

Choice. Everyone's talking about it. You're interested in it. You sense your students would respond well to having agency in their learning. You want to make a change, maybe you've even begun to make changes in your approach to curriculum and students and teaching, but you think it would be helpful to talk it through, to see what others are doing, to identify strategies for incorporating more choice in your classroom. But....how do you do it? And why? And where?

6-12 *What is Argument Anyway?*

Victor Jaccarino
Hofstra University

Help your students "take off" in writing arguments. Both businesses and universities demand that students be prepared to write arguments. During this interactive workshop, teachers will work together to help students present an effective argument. In addition, multiple pathways for presenting an argument will be discussed. Participants will explore various purposes and tools students need to evaluate credible evidence.

9-12 *Using Non-fiction to Teach Fiction*

Kathleen Tonn
Massapequa School District

The data shows us that students need to read more non-fiction texts in order to become proficient 21st century learners. But where does that leave the comprehension of fiction that is necessary to understand the timelessness of the human condition? This Next Generation Standards-based unit of study uses Jon Krakauer's *Into The Wild* as a framework for teaching fiction by Jack London and Tolstoy as well as examining the Transcendental movement. Technology plays a prominent role in this unit by utilizing Twitter and Google Docs to access articles from current periodicals to show students how non-fiction texts can be used to help comprehend and analyze fiction.

K-12 *Ignite Literacy: The Power of One Book, One Community*

Anne Mitchell, Molly Scott and Theresa Lyons
Portville Central School

What if you could ignite a passion for reading that will transcend the school walls to reach local businesses, organizations, and families? Using an authentic school-wide model, Molly and Anne will make a case for the power of a shared reading experience: One Book, One Community promotes literacy and engages students and community members in thoughtful reflections around a common text with a powerful theme. Participants will understand One Book, One Community and the process of implementation from book selection to funding and the culminating event. Please join us.

3-12 *Incorporating Interactive Notebooks Across the Curriculum: Activating a Positive Brain State*

Marina Gair, Deanna Keeling and Erica Freiter
St. Francis College

Incorporating Interactive Notebooks (INB) in learning and assessment across the curriculum can be an effective and transformative tool in higher-process thinking and in activating a positive brain state. In this session, the architecture of the INB, its uses, organizational strategies, assessment practices, cross-curricular connections, sample prompts, student examples, as well as implementation challenges are featured. The session is grounded in brain-imaging studies of creative cognition - or minds in bloom - and is designed to be both informative, useful, and inclusive of all grade levels.

6-8 *The Art of Resiliency in Writing*

Diane E. Lang, Linda Gale and Elizabeth Russell
Orange-Ulster BOCES

Adolescents develop abilities to reflect on life and build resiliency. Situating writing as an art offering thoughtscales for re-situating self is central to our teaching. The art of story and the grace of poetry allow for expanding resiliency and craft. Teaching students with challenges, we have explored poetry, historical fiction, and realistic fiction, building the art of resiliency through writing. Foundations drawn from bibliotherapy and culturally relevant/sustaining pedagogy, sample lessons, student work, and how others can expand the art of resiliency through writing will be shared.

4-12 *For the Love of Humanities: A DBQ Approach to Working with Primary Sources and Literary Texts*

Molly Winter
The DBQ Project

Harlem Renaissance Poetry: Does "High" Art or "Folk" Art Express Racial Pride? Immigration: Was It Worth It? Holocaust Writings: How Does the Spirit Triumph? Equally at home in the Social Studies or English classroom, these Document Based Questions offer a wonderful way to get students at all skill levels thinking and writing about the interconnections of literature, history, and art. All participants will leave this session with a classroom-ready Mini-Q in Literature from The DBQ Project library, as well as the tools necessary for effective and engaging implementation.

9-12 *Weaving the Disciplines: Exploring Literature Through STEM and Business Lenses*

Christine Dawson, Shannon Sweet, Agnes Gault and Stephanie Cambrea
Siena College

As English teachers, we often cross disciplinary lines with our students in literary analysis. But some inquiries call us to extend our collaborations beyond the humanities, inviting students to apply their knowledge and interest from STEM and business courses. Using the novel *All American Boys* (Reynolds & Kiely, 2015) as a central text, this workshop explores opportunities for interdisciplinary collaborations and genuine student inquiry through the lenses of math, physics, psychology, and business, thereby creating space to integrate these discourse communities into the ELA classroom.

Thursday Afternoon Session

1:00 pm – 2:00 pm	Luncheon	Salons D/E
2:00 pm - 3:00 pm	Keynote Address Liz Rosenberg	Salons D/E
3:15 pm – 4:15 pm	Workshop Session C	
4:15 pm – 4:30 pm	Book Signing Liz Rosenberg	Grand Hall
4:30 pm – 5:30 pm	Keynote Address Laura Robb	Salons D/E
5:30 pm – 6:30 pm	Cocktails and Conversations Basket Raffle and Instagram Prize	Empire Room

NYSEC gratefully acknowledges and appreciates Bedford, Freeman & Worth's sponsorship of Cocktails and Conversations.

Dinner on your own!

Session C
3:15 pm - 4:15 pm

Featured Workshop Session
by Keynote Speaker Liz Rosenberg

Spend some time discussing the writing and researching process with author Liz Rosenberg. Rosenberg will share her insights into the creative process with workshop participants about sharing oneself through writing. Rosenberg has published in several genres, so bring your questions.

Followed by Book Signing – Liz Rosenberg – 4:15 pm – 4:30 pm

Grand Hall

9-12 *"I knew they was gay!": Portraits of Intersectionality by City Youth through/with Provocative Young Adult Literature*

Jevon Hunter
The State University of New York, Buffalo State

Critical English language arts practitioner-researchers working at the nexus of criticality, education justice, and youth identity development regularly advocate for providing urban adolescents with rich literary experiences that blend ELA texts with the lived realities of our young people. This interactive workshop shares insights from using provocative young adult literature in ELA to teach intersectionality so that adolescents may reflect upon their identities and challenge lived social injustices. Attendees will receive turnkey materials, reading lists, sample texts, other resources.

6-College *BYOB (Bring Your Own Book): Book Talks About Contemporary YA, Fiction and Nonfiction to Use in Your Classroom*

Patricia Rand and Paul O'Brien
Clarkson University

Want to ignite a passion for reading in your students? Looking for new, engaging literature to introduce in your classroom? Kwame Alexander's *Rebound*, Jewell Parker Rhodes' *Ghost Boys*, Sarah Cossan & Brian Conaghan's *We Come Apart* are just a few of the books we'll discuss. Bring your favorite new titles, and ideas for using them in the classroom, to share with the group. This is an opportunity to talk about books you love, and to find new books to add to your shelves. Let's discover and celebrate new voices and stories that showcase authors as artists, and motivate our adolescent readers.

9-12 *Horror in the Classroom*

Christopher DiLeo and James Rogulski
Marlboro High School, Hendrick Hudson High School

They're Baaack! In 2014, DiLeo and Rogulski presented this workshop on strategies to engage students in literary analysis, discussion, and creative expression through the study of horror. They're back this year with more experience to share, more strategies to discuss, and more evidence to empower attendees to embrace horror in the classroom. There's no reason to be afraid: horror transcends cultural differences and taps into our shared atavistic fears, making horror literature the ideal genre to encourage active student participation, and intellectual examination and introspection.

6-12 *Social Activism and Research in the Classroom*

Raquel Reale, Christine Ciofalo, Caryn Friedman and Kara Lyons
White Plains Middle School

Join us on a journey of developing socially responsible, global citizens! Discover an authentic learning unit where students work collaboratively to promote awareness about the Universal Declaration of Human Rights. Students interact with fiction and nonfiction texts to uncover world issues they are passionate about, develop research questions, participate in digitally responsible research and create a community wide movement to highlight their findings. Don't miss this opportunity to see student driven learning at its finest!

General, School & District Leaders

Leading Literacy: Fostering Community and Growth through Structured Inquiry

Emily Creveling and Alexis Goldberg
Urban Assembly

A key factor in growing teacher expertise is collaboration around practice. In order to improve their craft, teachers must see best practices in action and discuss them meaningfully with their peers. The Leading Literacy team at NYC's Urban Assembly facilitates teacher-led rounds focused on literacy practices using the Instructional Rounds model. This practice has directly impacted teacher leadership and student achievement. Learn how to replicate this practice in your community in order to harness the collective expertise of your team and improve the success of your students!

K-12 Writing for a Wider Audience: Cultivating Student Writers Through Blogging and Other Forms of Publication

Christine Furnia and Cassie Horton
Wappingers Central School District

According to the Next Gen ELA Standards, to be successful in today's literacies, students must develop competencies that enable spoken and written communication. Consequently, assignments should reflect opportunities to write for a variety of purposes and audiences. Blogging is a way to cultivate excitement for writing by encouraging autonomy in our young writers. This session will inspire educators in ways to implement student blogs as a consistent routine to build stamina and interest and shift the focus of writing from just an assignment to one that celebrates student voice.

9-12 Researching Through Lenses

Christine Starr, Janine Moretti, Teresa Colgan, Gail Hayes and Brian Trapani
Massapequa High School

In order for students to successfully navigate the internet and research original topics, they must open up their minds to a world of possibilities and points of view. This session is an opportunity for teachers to explore various research skills and apply them to the 9th-12th grade population. The session will give teachers some insight into organizing research and essay writing by looking through multiple lenses and various perspectives. This is a fresh approach using both English Language Arts as well as historical skills to research.

9-12 Integrating Diverse Digital Literacies: It's no big deal. Wait, yes it is!

Lacey Gardner
Whitesville Central School

This presentation explores how the use of digital literacies as composition tools impacted students' and their teacher's literacy experiences and identities in a rural community. Participants will hear why and how these ideas were conceived, view and listen to student examples (which they will have access to afterward to use as examples for their own teaching purposes), and discuss the value of such learning opportunities for transformative meaning making experiences. Original Color Poems, MLK Remix, and College/Career films will be among the several project examples shared and discussed.

9-College, General

Teaching Literary Analysis Through a Skills-Based Approach

Nicole Charette Santora and Barbara Hubert
New Visions for Public Schools

This workshop will focus on using the framework of "Exploding Analysis" to support students in composing literary analysis paragraphs. In addition, the workshop will take a quick glance into how to use "Literary Abstracts" as formative assessments throughout the school year for teachers to provide targeted feedback to students during writing.

6-8 *The Great or Not-So-Great Alexander of Macedonia*

Carmela Gustafson and Kay O'Rourke-Kowalski
Oakdale-Bohemia Middle School

Learn how middle school ELA and history standards can be taught and mutually reinforced through high-interest, student-centered interdisciplinary projects. One ELA teacher and one Social Studies teacher collaborated on several such projects, and will use this workshop to share their insights, ideas, strategies, and approaches for creating interdisciplinary activities. Workshop participants will also have access to documents for both student- and teacher-use, including graphic organizers and assignment sheets, for two specific interdisciplinary projects.

Friday Opening Session

7:30 am – 8:30 am	NYSEC Annual Business Meeting	Salons D/E
8:30 am – 9:30 am	Keynote Address Alfred Tatum	Salons D/E
7:30 am – 12:00 pm	Visit the exhibitors in the Grand Hallways and thank them for joining us!	

Session D 9:45 am -10:45 am

Featured Workshop Session by Keynote Speaker Alfred Tatum		
<i>Meaningful Literacy Exchanges with Texts</i>		Salon D/E
This session will focus on moving students to read and write across multiple disciplinary texts using literacy framings. Teachers will engage in a dynamic writing experience similar to experiences I advance with students in grades 3 - 12.		
Followed by Book Signing – Alfred Tatum	11:00 am – 11:30 am	Grand Hallway

6-12 *English Department Peer Responder Mentor Program*

Rebecca Chowske and Michael Koondel
Manhasset Middle School

Peer Responder Mentors are a select group of high school English students who are trained in peer tutoring techniques and provide enrichment, remediation, and academic guidance to middle school students in all subject areas. Unofficially, the Peer Mentors support our younger students' transition into the secondary school, directing middle school students to appropriate adults and helping younger peers through the typical concerns associated with middle and high school. Join us as we share how to replicate this powerful academic and social-emotional program at your school.

K-8 *Starting Conversations: Children's Literature as a Path to Human Rights*

Ellen Agnello, Joan Weir and Hannah Dostal
University of Connecticut

The goal of this session is to offer materials and methods for teachers to facilitate the development of global awareness, humanitarianism, and empathy in their students through exposure to children's books depicting human rights issues. Educators often steer clear of these issues to avoid engaging in controversial discussions or exposing students to trauma. Students, however, are exposed to them on a daily basis. To avoid the misconceptions that might ensue from students' informal exposure, it is imperative that teachers intervene and discuss these issues in explicit and constructive ways.

6-8 *Image, Sound, and Story: Literacy for a Visual Culture*

Emily Keating, Aaron Mace and Janet Matthews
Jacob Burns Film Center

This interactive session will model the groundbreaking work educators are doing to bring the skills and content of Image, Sound, and Story into ELA instruction. Through curriculum samples, lesson plans and student work, participants will experience how the skills of visual communication can influence reading and writing literature, nonfiction, and persuasive texts. With accessible technology, engaging content, and seamless integration, participants will understand how close-reading and critical thinking skills can be developed and applied in a culture dominated by the moving image.

6-8 *Finding Voice in Refugees*

Terri Weiss and Vincent Fino
Valley Central Middle School

What happens when students use research to capture and explore another's voice, especially a voice that is often marginalized? Can writing in another's voice strengthen the development of students' own voices as writers? Explore what happens when students research the lives of refugees in order to create nonfiction narratives. In the process of understanding another's voice, they strive to find their own as writers and modern-day Americans.

9-12, LGBTQ+, SPED *"Mad Happy": Practicing the Art of Shared Power in the High School English Classroom*

Christina Pepe and Melissa Eckler
Shenendehowa CSD

A shift to shared power establishes safe and inclusive learning environments for all students. Together, presenters and participants will challenge traditional English classroom protocols and reframe our responsibilities in classroom decision-making. With broad understandings of diversity, modalities, learning styles, and aesthetics, we can free students to communicate naturally and comfortably with us and with each other.

General *Developing and Maintaining a Daily Writing Practice in Your Classroom*

Mary Sawyer and Amy Salamone
Empire State Writing Project Network

The purpose of this workshop is to highlight a variety of ways to cultivate a daily writing practice in your classroom. Whether to build community, increase fluency, support healthy mindsets, develop a classroom of writers, or all of the above and more, daily writing is at the foundation. We will practice some strategies and talk together about the merits of daily writing with our students.

9-12 *The Crucible and Information Literacy*

Kim Back and Nancy Goldblatt
Cobleskill-Richmondville High School

Consumers of information are targets. How do students identify what is "real" and what is "fake" and make decisions about the actions they take? Developing students' media literacy through reality in fiction was the basis for *The Crucible* and investigating bias and credibility. In this session, you will learn how students were introduced to the information cycle, echo chambers, native advertising and more as they differentiated their internet use for entertainment from their use for learning and began to develop the skills and thinking necessary to be savvy consumers of information.

6-College *Author Conference Presentations: An Authentic ELA Research Activity*

Roberta Levitt
LIU Post

Developed as a graduate level assignment, this pseudo conference provides graduate, undergraduate, high school, and middle school students with opportunities for authentic and experiential learning. In this ELA variation, aligned with the Next Generation ELA and Literacy Standards, students select, research, and assume the identity of an author for a culminating presentation. The presenter will share the process of development, implementation, and student outcomes. Attendees will leave with the knowledge and ability to implement this activity in their ELA classrooms.

9-College *Composing & Mediating Adolescence: Researching Adolescence Through Young Adult Literature & Collaborative Online Intercultural Learning (COIL)*

Thor Gibbins and Olivia Boniello
SUNY Oneonta/Leatherstocking Writing Project

This workshop will demonstrate the praxis of using YA literature as a means to investigate, compose, and mediate the lived experiences of young adults and adolescents. This workshop will detail how students in a YA Lit class for English Education majors used YA Literature as vehicle to collaborate in research with young adults from Cali, Colombia. Presenters will also demonstrate how to research lived-experience and YA Literature in other venues such as high school that align with the New York State Next Generation English Language Arts Standards. Student work will also be presented.

6-12, General *Blackouts: Poetry, Art, and Close Reading*

Kea Cetinkaya
Syosset School District

Attend this workshop designed after Austin Kleon's book, *Newspaper Blackout*, and your students can truly be English Language Artists in the classroom! Using nothing but a black magic marker, this process allows your students to engage with text in a new and meaningful way. Students create poetry and art, and this strategy can even be used for close reading of both fiction and non-fiction texts. Participate in the process and learn the applications of this versatile and engaging strategy and activity!

6-12 *The Re-Genre Project: Digital Remixing for Improved Composition and Transfer*

Keith Pedzich
Canandaigua Academy

A cornerstone of writing is the rhetorical situation: purpose, audience, genre, subject. Assuming that students have a lifetime writing essays only within one rhetorical situation, is it any wonder that students struggle with situations outside of the essay? In a re-genre students to take their compositions and find a new rhetorical situations. An analytical essay on "The Raven" becomes a fan website. An argumentative essay on structured play becomes an infographic. This session will look at composition theory, and the presenter's experiences with "re-genre" to promote the transfer of skills.

Session E

11:00 am -12:00 pm

9-12 *ID: VOICE: VISION: IDENTITY*

Liz Oakes-Lani, Ed.D. Candidate, Hofstra University
Scholastic Education

Changing the equation for teens – away from learned hopelessness, powerlessness, grim acceptance and failure and toward hope, resilience, productivity and success – is essential to countering the catastrophic effects of "the normalization of failure" that many districts are urgently addressing. This session will be devoted to a walk-through of ID, a program for students in grades 9-12, developed by Scholastic and Dr. Alfred W. Tatum. ID provides 16 reading and writing workshops designed to engage high school students as writers and empower them to connect with texts that are relevant to their lives.

College Embracing Diversity in the English Classroom

Kathleen Hickey
Dominican College of Blauvelt

Researchers note there is a value in reading culturally diverse texts. Educators have a responsibility to provide students with opportunities and techniques to read such texts, many that may fall outside the typical literary canon. Reading some controversial texts, however uncomfortable they might be, enables students to critically self-reflect and see the interconnection between the characters and themselves. The presentation will examine texts and quotes, discussing them, and finally suggesting how we can do this in the classroom.

3-12, SPED, ELL Enhancing Tiered Interactions with Technology

Sandy Strock and Jessa Waterhouse
Capital District RBERN at Questar III

In this activity demonstration, participants will learn how to create and use tiered graphic organizers enhanced by technology to help diverse and struggling learners access grade level academic language for close reading of a complex text. Participants will leave with exemplars of tiered organizers and ideas for enhancing their use with specific technology, as well as a list of additional resources that they may wish to explore independently.

9-12 A Talk to Teachers: James Baldwin in 2018

Robin Aufses
Lycee Francais de New York

Essayist, critic, novelist, and civil rights activist, James Baldwin is enjoying a resurgence of interest: his connection to contemporary author Ta-Nehisi Coates, the 2017 documentary, *I am Not Your Negro*, and parallels between Baldwin's work and Black Lives Matter highlight his continued relevance. In this session, Robin Aufses will moderate a discussion on the work of James Baldwin through excerpts from "A Talk to Teachers" and the opening of "A Fire Next Time." The session will focus on ways to teach Baldwin's often controversial work without polarization or confrontation.

6-College, General Every Poem is a Problem: Teaching Argument with Poetry

Candyce Pelfrey Kannengieser
Manhasset Secondary School

A crucial component of current pedagogy is to teach critical thinking and argument. Common sense—and many experts—assume this can only be accomplished by using nonfiction texts. However, any kind of literature can be used to teach elements of argument and rhetoric, and poetry lends itself to this endeavor particularly well. In fact, most poems present, discuss, conclude and even counter an argument in a very short amount of time, as well as physical and dialectical space. By looking at various poems, educators will be able to bring the art and practice together by examining how poets argue.

9-12 Engaging Student Voice Through the Art of Dialogic Argumentation

Heather Flood, Christine Dawson and Christopher Mazura
Shenendehowa High School

Engaging in respectful discourse is an art, through which students may begin to understand and respect diverse perspectives. Dialogic approaches emphasize the back-and-forth of rhetorical argumentation, requiring students to listen to other voices as they frame their responses. Presenters will share collaborative reading, writing, speaking, viewing and listening practices, such as student-led discussions, improvisational acting techniques, and visual thinking strategies, which can empower students to enter challenging conversations with a range of local and global audiences.

6-12 *Teaching Social Justice Through Multi-genre Research Writing*

Joanne Stiles, Fresia Martinez, Paige Hewlett and Ivy Huber
SUNY Potsdam School of Education and Professional Studies

Three pre-service teachers will present their research on the exploration and examination of teaching social justice issues through multi-modal and multi-genre writing. Each presenter has a unique social justice topic, and will present their topic through a variety of writing modalities and genres. Social justice topics to be discussed are mental health, veganism, and eating disorders.

9-12 *You in Six Words and Six Images – Cultivating Classroom Culture with Video*

Suzan Snyder
Allegheny-Limestone Middle-High School

English language artists need creativity and a public forum to express their talents and cultivate a Twenty-first Century classroom culture. In this workshop, teacher participants will get firsthand experience creating videos for You in 6 Words & 6 Images. The video creation experience will then allow participants to return to their own classrooms with an assignment that will not only engage their students, but also cultivate connections and a positive classroom culture.

General, Pre-Service and Teacher Developers *The Joy of Lesson Planning*

Joseph Bellacero and Julie Edmonds
New York City Writing Project - Part of the Empire State Writing Project Network

No matter how they feel about the process of lesson planning, teachers look for resources that can add interest, surprise, vigor, and rigor to their lessons. The internet offers lesson plans for teachers to use or adapt. But it is more common for teachers to be looking for tweaks to their own ideas than for fully formed lessons. To that end, two members of the New York City Writing Project have begun to assemble and distribute a free booklet, *The Joy of Lesson Planning*. This workshop will explore ways to enliven any kind of lesson. Participants receive hard and electronic copies of the booklet.

9-College *Why I Write*

Darshna Katwala
Nassau Community College

How can we celebrate writing in all its forms? This workshop will focus on the Why I Write: National Day on Writing campaign by the National Writing Project, NCTE, and the New York Times Learning Network. We will explore models of mentor texts and use them to generate ideas, build community, and engage in conversations that are relevant, sometimes sensitive and difficult. We will engage in our own writing and consider why writing matters.

General *A Conversation About the Art and Science of Teaching*

Louisa Kramer-Vida, Ed.D.
Long Island University

Teaching is both an art and a science as we all well know. Teaching needs to be relevant and current so that all students succeed to the maximum extent possible, and we all want to make sure that our teacher candidates are receiving the current, relevant, most important training that you know your future colleagues need. In mixed group round tables we will discuss the above. Conversation will be prompted by some materials that we use at my university. Sharing at the end should enable all of us to hear and discuss what was mentioned at tables other than our own.

6-12 *Blended Learning and StudySync*

Lori Garner
McGraw-Hill Education

Differentiation? Individualized instruction? Is it possible for educators to truly meet the needs of a truly diverse classroom? The answer is a resounding YES! With BLENDED LEARNING we can utilize an instructional delivery mode where instruction is conducted partly online and partly face-to-face with a key distinguishing factor of reduced seat time.